

Gap Analysis: What Needs to be Done to Implement the CCSS?

This session will provide an overview of all the components that states must consider in designing a plan and carrying out the implementation of the Common Core State Standards: educator preparation and professional learning, standards, accreditation, accountability, curriculum, and more.

Considerations Facing Teacher Preparation Programs

- What are the performance objectives of our programs?
 - What do we want our teacher candidates to know?
 - What do we want our teacher candidates to do?
 - How do these two relate to impact student learning?

Considerations Facing Teacher Preparation Programs

- What are the performance objectives of our programs?
- How does the curriculum address these objectives?
 - Will the curriculum need to be revised to encompass the expectations of the CCSS?
 - What resources will be needed to initiate, complete, and evaluate these changes?

Considerations Facing Teacher Preparation Programs

- What are the performance objectives of our programs?
- How does the curriculum address these objectives?
- What professional development will be needed for faculty to prepare them to effectively address the CCSS within the curriculum?
 - What does the faculty need to know? (Is simply presenting them with the standards enough?)

Considerations Facing Teacher Preparation Programs

- What are the performance objectives of our programs?
- How does the curriculum address these objectives?
- What professional development will be needed for faculty to prepare them to effectively address the CCSS within the curriculum?
- How do these considerations inform the process of State and National Accreditation?

Relationship to Accreditation

Content Standards (National and State)

Common Core
State Standards

```
graph TD; A[Common Core State Standards] --- B[State Content Standards  
(Missouri = Subject Specific Competencies)]; A --- C[National Content Standards  
NCTE/NCTE  
(NCTE/CAEP SPA Program Standards)]
```

State Content
Standards

(Missouri = Subject Specific Competencies)

National Content
Standards
NCTE/NCTE

(NCTE/CAEP SPA Program Standards)

Standards—Gap Analysis

State Content Standards

* “The beginning (pre-service) teacher will demonstrate knowledge of and/or competency in the following areas of study”:

1. Fundamental and Effective Use of English (1.1-1.3)
2. Language Development Literacy (2.1-2.6)
3. Reading, Literature, and Comprehension (3.1-3.9)
4. Thinking and Communicating Through Writing, Speaking, and Listening (4.1-4.9)

Common Core State Standards

* “The standards define what students should understand and be able to do”:

1. College and Career Readiness Anchor Standards for **Reading** (1-10)
2. College and Career Readiness Anchor Standards for **Writing** (1-10)
3. College and Career Readiness Anchor Standards for **Speaking and Listening** (1-6)
4. College and Career Readiness Anchor Standards for **Language** (1-6)

NCTE National Standards (Required for SPA Review)

1. Candidate Program Structure: Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers (1.1-1.4)
2. ELA Candidate Attitudes: Through clinical advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers (2.1-2.6)
3. ELA Candidate Knowledge: Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media, technology; and research theory and findings (3.1-3.7)
4. ELA Candidate Pedagogy: Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching (4.1-4.10)

Next steps...

- Complete the Gap-Analysis work
 - Share this work with practitioners, faculty, and teacher candidates
 - Determine the relationship between current teacher based standards and the student performance based standards of the CCSS.
 - Identify where there may be gaps in the preparation of teachers

Next steps...

- Complete the Gap-Analysis work
- Re-evaluate the role of standards in teacher preparation
 - A shift from what teachers must know to what students must do
 - Research and assess correlations between teacher knowledge and student performance
 - Evaluate whether the current standards are appropriate

Next steps...

- Complete the Gap-Analysis work
- Re-evaluate the role of standards in teacher preparation
- Educate teachers on all aspects of the CCSS
 - Provide direction to educators on the role of the CCSS
 - Process for implementation
 - Curricular changes that will result
 - Accountability measures that will be put into place
 - ***gather assessment data on standards to inform specific professional development opportunities for teachers

Next steps...

- Complete the Gap-Analysis work
- Re-evaluate the role of standards in teacher preparation
- Educate teachers on all aspects of the CCSS
- Determine what role accreditation should play (and the process in which it is carried out) regarding all or part of these measures